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if you do not have a page set-up for you, just use this page and add your name.

Shelly

Level 1

KWL (Levels 1 and 3)

Add your thoughts using the KWL approach. Thinking about Game Mechanics, Games-Based Learning or gamification.....

K = What do you know?

I know the types of Games that are trending and the games that students I teach play. I know some games and apps that are available. But. overall, my knowledge is very limited in games.

W = What do you want to learn?

What elements of games can be applied to all types of learning. What learning benefits are offered by games. What the research says about games and education.

L = What have you learned? (we'll do this last one later)

- definitions and that it's not just about playing on a wii or iphone app.... it's about DESIGN
- The continuum of gamification to game-based learning
- the elements of games
- a rubric for developing/determining game intensity
- approaches to games (learning outcomes, play games, observe and reflect, start simple)
- some examples of educational games of different intensity

Reflection

I was interested to see that I already do employ aspects of games in my teaching practice, which I did not expect to find. I found it useful to look at the reasons BEHIND something being fun, i.e. what is experienced when something is "fun"... this could help me in creating more engaging lessons and activities. And also, interesting to learn about the 4 types of fun that were identified. I want to know if Game-Based Learning would be appropriate or possible in my KLA. At the moment, computer games need to be something I need to police, when students are mis-using their devices, laptops etc. They seem to be a distracting element from learning and I'd like to know more about incorporating them into the learning experience.

Level 2

Aspects of Games (dynamics, mechanics, components)

"gamification is not a technology-driven methodology. Instead, think of gamification as a

design methodology. Don't think of it as adding technology to solve a problem; think of it was a way to redesign your instruction to be more game-like."

(I didn't know that this is what this course would be focused on. This is a new way of thinking about games. It is more appealing to me)

Where do I start?

Identify some learning outcomes that you will be visiting with your students in upcoming lessons. Note down here some ways they might benefit from gamification.

- more engaged
- more motivation
- more interested in approach
- more structured
- better designed for 21st century thinkers

Observe and reflect

All dynamics, mechanics and components can be applied to learning activities... in isolation and in combination. It's amazing to think about the many many elements of gaming and how these could possible enhance the learning experience. From the game "Twister", I particularly like the ideas of placing "restrictions" or "constraints" on the student in their quest to solve a problem... or the idea of having some "chance" elements that give flexibility to the learning pathway (just as the spinner does in "Twister").

Level 3

Premiers Reading Challenge Reflection

Write your thoughts here and or print a rubric and circle the appropriate areas you notice as you review the rules of this gamified experience. (feel free to scan or photograph and upload your rubic to this page.)

I think this challenge falls at a 2 on the rubric. It has some game elements, for example:

Constraints = time, assistance, minimum PRC books to read, PRC book choice, number of books to read

Progression = online reading record kept, accumulation over years, progression through certificate level

Competition = Number of books read in time frame

Rewards = certificates, medals

But has little:

Narrative/coherent story (but the PRC books give some consistency)

Interaction/ relationships

Emotion (from the actual game, not the books being read)

Game components (such as badges, content unlocking, leader boards etc)

Zombie Learning Reflection

Write your thoughts here and or print a rubric and circle the appropriate areas you notice as you review the rules of this gamified experience.

(feel free to scan or photograph and upload your rubic to this page.)

I think this gaming experience is closer to a 4 on the rubric (heading towards game-based learning).

It has strong:

- * coherent story/theme
- * graphical experience (e.g. graphic novel, mapping,
- * quite relevant to player's life (e.g. mapping own neighbourhood, protecting their world)
- * progression (from outbreak-->survival-->future), building each lesson to reach 75 instructional hours
- * chance (making choices in difficult circumstances)
- * Relationships (collaboration, interaction, some individual work)
- * Player emotions (dealing with consequences, identifying with a character)
- * Mostly all of the following mechanics are used:

- • challenges
- • chance
- • competition
- • co-operation
- • resource acquisition
- • rewards
- • transactions
- • turns
- • win states (achievable goals/endpoint)
- • Clear feedback and opportunity to try again. May include levels or points.

- Mostly all of the following components are present:

- • Achievements
- • Avatars
- • Badges
- • Boss Fights
- • Collections
- • Combat
- • Content Unlocking
- • Gifting
- • Leaderboards
- • Levels
- • Points
- • Quests
- • Social Graph
- • Teams
- • Virtual Goods

You Try/ A final reflection

Add your finished plan here as an upload file or as text you have cut and pasted into the wiki. We would love to give you feedback to help you get started. (remember it does not need be perfect, it is a first attempt). Alternatively it can be emailed to us instead.

Game Thinking Planning Template

Lesson outcomes

(These are also the constraints in your game dynamics, refer to your syllabus document)

Stage 4 Dance Syllabus

Outcome 4.1.1

A student demonstrates an understanding of safe dance practice and appropriate dance technique in the performance of combinations, sequences and dances.

A student learns to:

- identify and name major muscle groups and skeletal structures

Description of your audience

(Age, likes and dislikes, motivations etc)

Students are in Year 8 (13-14 years). They may be new to the study of dance and may be developing skills and knowledge in this KLA for the first time. They enjoy interacting and using kinaesthetic learning, using kinaesthetic-bodily and spatial intelligence. They are motivated by getting things correct, getting things done first and fast, music, communicating in different ways.

Time constraints

(How many hours, lessons, weeks, terms will you have to complete the intended gamified experience or game)

This is a brief game designed to introduce students to the bones of the body. It can be undertaken in one lesson (40 mins- 1 hour long period).

Game Elements

(Game Dynamics, Game Mechanics and Game Components)

DESCRIPTION OF GAME:

PRE-TEST (before teacher explains and goes through the bones with a labeled skeleton on paper/handout)

1. 1. 2 teams of equal number.
2. 2. Teacher distributes flashcards (randomly... each student has a few flashcards in their hands).
3. 3. Each flashcard has the name of a bone on it (e.g. scapula, radius, femur, cranium, clavicle etc).
4. 4. One team member lies on the floor as a 'dummy' skeleton in the anatomical position.
5. 5. Students from their students "label" the body with the flashcards.
6. 6. Students may not talk.
7. 7. Students place the flashcards onto the body where they think they belong (e.g. cranium on head, femur on leg etc).

Then teacher instructs students / teaches students bones, focusing on pronunciation and location of bones. Use a real skeleton from the science lab or a handout with picture) Test student knowledge and understanding along the way, with recap/Q&A etc

Teams get together and remember/identify which bones they got incorrect last time.

FLASHCARD GAME IS REPEATED.

This time, the winner is the first team to CORRECTLY place the flashcards on the skeleton dummy.

ELEMENTS USED:

Relationships- 2 teams of equal student numbers, different roles (skeleton “dummy” and those with label cards), teams have to co-operate, but in silence

Progression- students get an understanding of their starting/prior knowledge and then get a chance to test their learning and check their understanding.

Win state- first team to correctly place all labels on the bones of their skeleton dummy

Constraints- no talking, each student has to place the cards they were randomly given

Competition- two teams against one another

Self-Assessment- students need to silently communicate with each other and monitor their choices in order to get all cards right, they must fix mistakes and silently correct each other

Clear feedback opportunity to try again- after pre-test

Chance- which flashcards the student gets each time

Combat / Teams

Easy fun- Some opportunity for surprise, exploration, joy of figuring out a problem, or role play (skeleton dummy).

Social fun- Clear need to co-operate compete, mentor, lead, perform, express yourself or and personalise something. Lots of interaction with others to discuss, achieve goals and get things done.

A few tangible obstacles to overcome, some minimal player strategy

Opportunity for challenge (to place correct cards in correct place)

Obvious moments of excitement, hurriedness, determination

Fun check

(Integrated purposefully built into your experience including Easy fun, Hard fun, Serious fun and Social fun)

Easy fun- Some opportunity for surprise, exploration, joy of

figuring out a problem, or role play (skeleton dummy).

Social fun- Clear need to co-operate compete, mentor, lead, perform, express yourself or and personalise something. Lots of interaction with others to discuss, achieve goals and get things done.

A few tangible obstacles to overcome, some minimal player strategy

Opportunity for challenge (to place correct cards in correct place)

Obvious moments of excitement, hurriedness, determination.

EVALUATION: From this course, my eyes have been opened up completely to the concept of using game elements to design teaching and learning. I already have many ideas as to how to better engage my students by incorporating what I've learned in this module. I like that there is a continuum of intensity of gamification that can be manipulated accordingly.

Have you filled in the evaluation? Have you found the bonus level content?

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